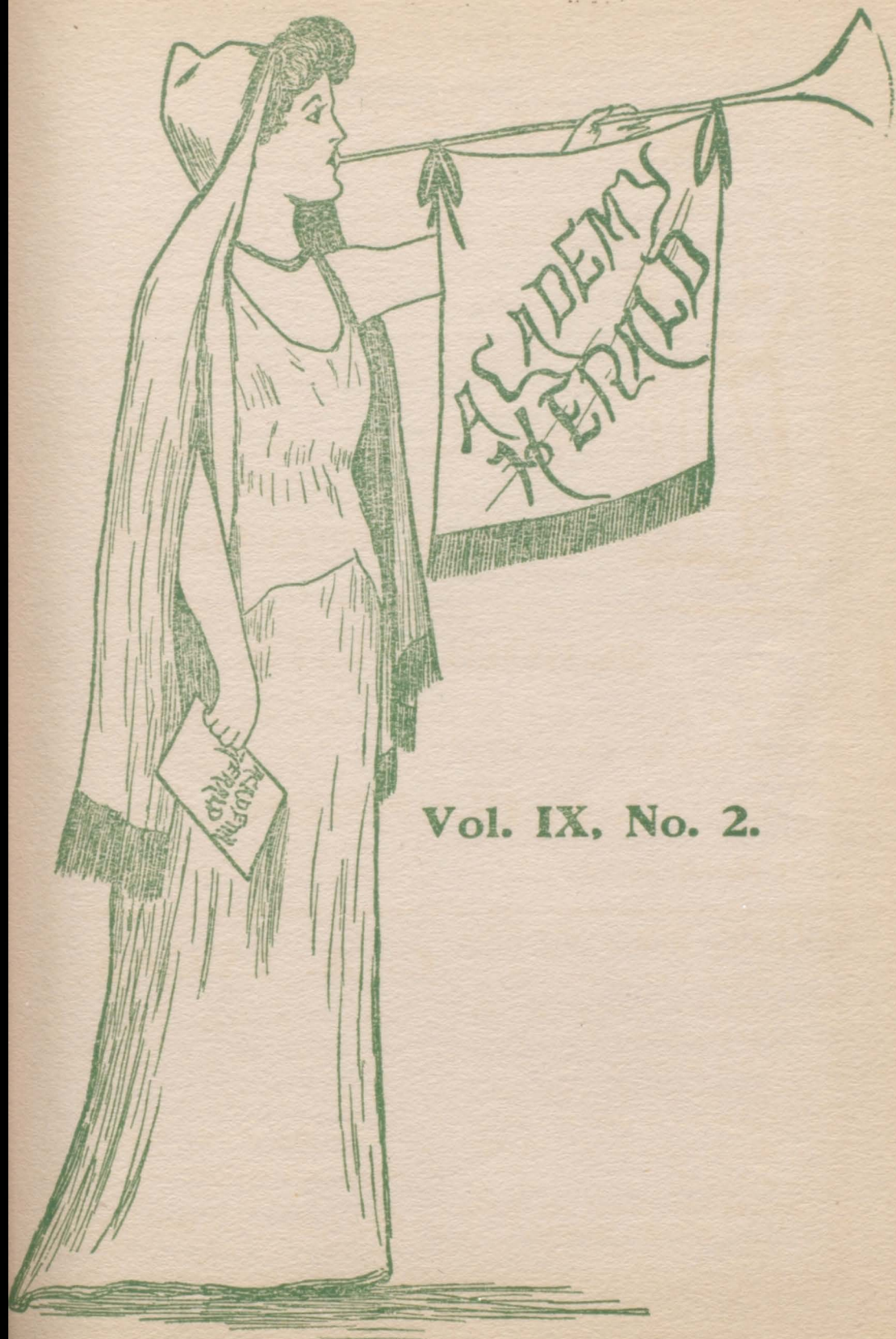




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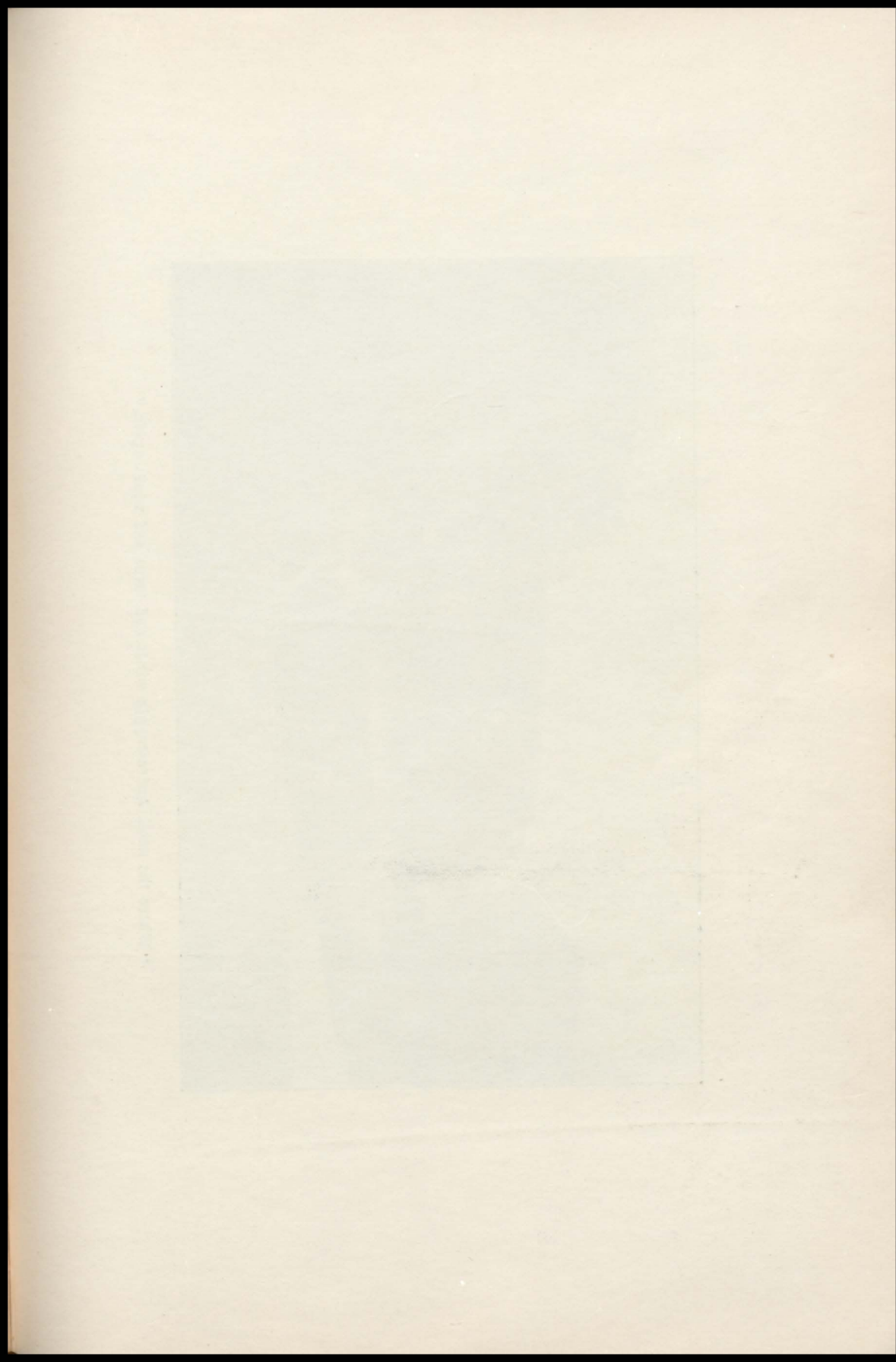
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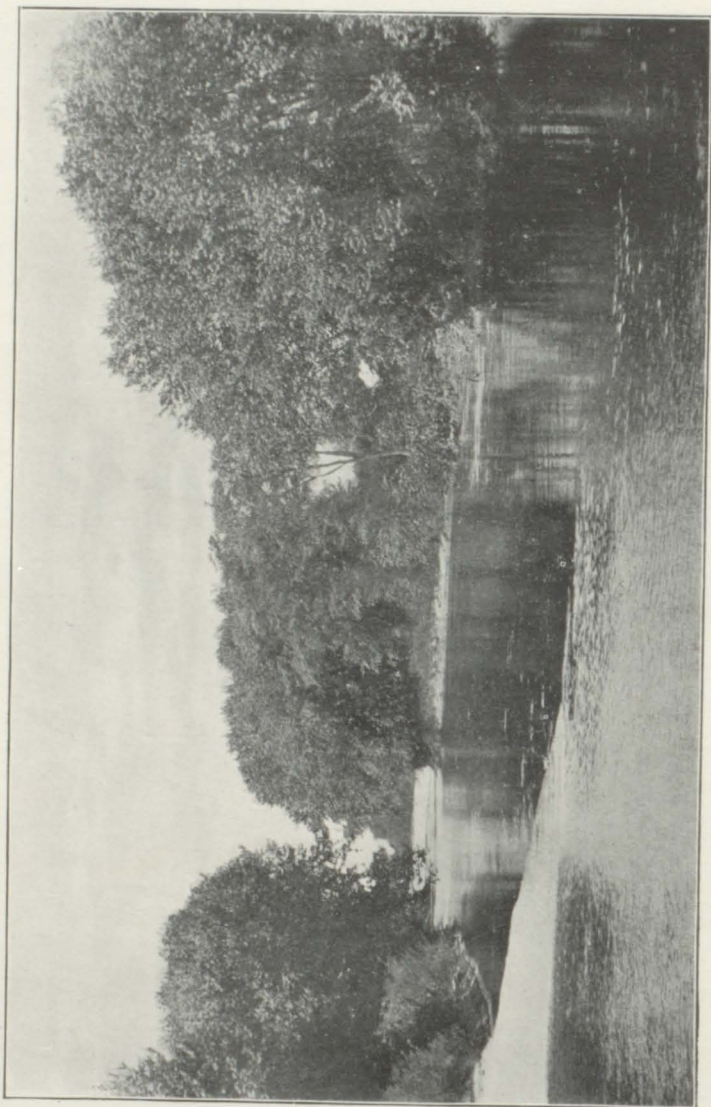
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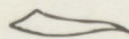
Gould's Academy

WHOSE RECENT GIFT TO THE INSTITUTION OF A
PRINCIPAL'S HOME PLACES HIM FOREMOST AMONG
HER BENEFACTORS,

This Number

Of The Herald

IS MOST RESPECTFULLY DEDICATED BY

 The Students.



MABEL W. GLEASON, '06.

MAUDE E. GOUD, '05.

PAUL C. THURSTON, '05.

J. HAROLD YOUNG, '06.

JOHN H. CARTER, JR., '05.

F. LYLE BLANCHARD, '05.

RENA M. GEORGE, '05.

ELSIE M. HALL, '06.

The ACADEMY HERALD

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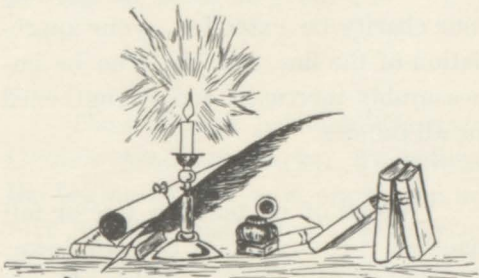
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EDITORIAL.

In the life of every student, be it the child at his sum, or the man who has grown grey among his books, there come times of discouragement—times when he feels helpless before the vast number of facts involved in the mastery of some new phase of a subject. Isolated, independent, even contradictory to each other, they confront him with an almost baffling persistence. Principles once familiar, in the light of further study, take on new shades of meaning, assume new relations, become hopelessly elusive. His best efforts seem futile. It is then that the student asks himself if it is worth while—this increasing study of things soon forgotten. This, above all, disturbs him, that despite his most earnest endeavors, he cannot retain in its pristine clearness the impression of a simple truth. But after all is that the purpose of education, that we hold in mind every fact we have ever learned? Is it not something finer and broader than that—the discipline, the stimulus of the mind, the quickening of the perceptions, awakening of the reason, broadening of the sympathies—is not this rather what we buy with our best years? An unfailing memory is a valuable possession, but the true, the priceless gift

of scholarship is appreciation. Let a fact go, the loss is not so great—if only you attain to the true culture, if only your sympathy with humanity be deepened, your outlook be broadened, your charity be extended, your appreciation of the fine and the true be immeasurably increased and strengthened for all time.



"We all of us tend to rise or fall together. If any set of us goes down, the whole nation sags a little. If any of us raise ourselves a little, then by just so much the nation as a whole is raised." No truer words were ever spoken than those quoted above from the lips of our honored President, and if we will substitute the word school for nation and read the quotation a second time, each one of us may learn a lesson in loyalty and patriotism, the practical application of which is not far to seek. Every petty act of dishonesty and deception and fraud, practiced by a student, drags our school as a whole to a lower level; while every clean, honest, manly and womanly action has a tendency to raise the proud standard which it is the privilege of each one of us to have a share in maintaining for our school. And the larger share we have in sustaining its standard of character and scholarship, by so much more shall we increase our own self-respect, as well as the respect and esteem in which we are held by our teachers and fellow students.



"Know thyself." This maxim is just as full of wisdom to-day, as it was

when the old Greek philosopher first uttered it. To some people, a full realization of the force and truth of these two words would mean an entire change of thought and life. How many there are who pass through school and through life without accomplishing what they ought, merely because they do not thoroughly understand themselves! They do not know their own abilities or their own defects. They do not have a settled purpose nor do they have fixed principles by which their actions and lives are governed. Goethe says, that the best way to know one's self is to act rather than to think, but a certain amount of thinking is necessary in order to act. Take a few moments by yourself, once in a while, for serious thought. Think what kind of a person you are. Ask yourself what sort of a character you possess and what your principles of conduct are; cross-examine yourself until you find out just what you are and where your talents lie. In our school course we learn something of the character of Chaucer, Macaulay, Browning, Tennyson and other great men. It is well to become acquainted with the great minds of the past and present, and to know in what their greatness consisted, but infinitely more important is it for each one of us to be intimately acquainted with himself, and for each one early in life to heed carefully the advice, "Know thyself."



That "a man is known by the company he keeps," is a saying that time will never render obsolete, and that

we are influenced by our associates more than most of us realize, is a truth that will become more and more apparent to each one of us with the passing years. Nothing in nature remains at a standstill; everything must retrograde if it does not advance, and if our associates are not such as to exert an uplifting influence, then we may be sure the tendency is downward, although possibly so slight as not to be apparent to ourselves. To do a thing we know to be wrong because others do it, or for fear of being laughed at, indicates an absence of true courage, and shows conclusively that, morally, at least, we have not yet reached the stature of true manhood. Lowell spoke truly, when he said,

"They are slaves who dare not be
In the right with two or three."

Although we have profited by advice, there yet remains some chance for improvement in our deportment. Many of our students do not enter into the true spirit of our morning exercises. Some occasionally attempt to study instead of participating in the responsive service. Our devotional exercises are short, and the time gained by studying during their progress would be of comparatively little value in the preparation of even one lesson. These exercises may mean much or little to us according as we are attentive and receptive, or inattentive and thoughtless, but whatever they may mean to us individually, our duty to our school and our duty to ourselves as young ladies and gentlemen, demands that we

give strict and courteous attention. Let each one of us, then, unite in being reverent during the devotional exercises. For at least fifteen minutes per day let us *all* be good.



The gift of a principal's home to Gould's Academy marks, we believe, the beginning of a new era in the history of the Institution. Five years ago a new lease of life was granted the school by the generous gifts, for immediate needs, of those loyal sons and daughters who had gathered from near and far to revive old memories, renew old friendships, and pay their tribute of respect to the fostering mother that trained their youthful footsteps in the paths of knowledge. But the first permanent gift for more than half a century has now come from a loyal son in far away Cleveland, who more than half a century ago conned his Latin and Greek at old Gould's, planted his tree upon the campus, and grew to manhood amid the inspiring scenery of this rugged hill county. That others will be inspired by this generous example we can but believe, for in this day of generous giving to educational institutions, and with the enthusiastic revival of interest in the New England Academy, an institution which our best educators claim has filled a place in our system of education which no other institution ever has filled or ever can fill, it would seem strange, indeed, if Gould's Academy, which has given to the world so many men of state and national reputation, should not have

many others among her children, who will rise to the occasion, and help to provide for the old age in a manner befitting the character and dignity so well earned by her many years of faithful service. Gould's Academy needs a fund. May the day be not far distant when her loyal sons will realize this need, and some concerted action be taken by which it may be richly satisfied.



How many of us realize the true value of our English work? We spend much time on Latin, French and Mathematics, and, as a rule, consider our English of least importance. If any lesson has to go unprepared it is usually English, but if we would place our English first, and make the other languages, if need be, of secondary importance, we should, by so doing, confer upon ourselves a great and lasting benefit. It is ourselves, not our teachers, whom we injure by neglecting this or any other branch of our school work; it is ourselves, who must stand or fall when we go out into the world, and it is ourselves who will have to endure the discomfort and chagrin of being unable to address an assembly, or converse with cultured people without the fear of our English training showing itself deficient. Our course in English is all that could be desired, and if we do not make the most of our opportunities, it is our own fault.



The loyalty with which the students have supported the basket-ball

team during the past winter is deserving of much commendation. All who could have attended the games, and thus, in more ways than one, have rendered valuable assistance to the team. It gives the boys courage and stimulates them to renewed effort to find their work appreciated, and it is only by such loyalty on the part of the students and friends of the school that a winning team in any department of athletics can be developed. It will require more effort to attend the baseball games this spring, owing to the distance of the Park from the village; but if each one will make only a small part of the effort in support of the team, that we expect each member of the team to make, no fears need be entertained as to the result.



Again the annual school fair has come and gone, again the students and teachers have demonstrated their executive ability in its management, again our friends have promptly responded to the call upon their loyalty and generosity, and again the school will go on better equipped for service in some of its departments. Our hearty thanks are hereby extended to all who in any way contributed to the success of the event, whether by contribution, by patronage, (or both), or by the hearty word of encouragement, which, after all, was not the least service rendered by the many friends who helped to send us on our way rejoicing.



With this issue end the duties of the present editorial board. It is need

less to say that we have not realized our hopes, but we have profited by experience and regret that we shall not again have an opportunity to assist in the publication of our school paper. To our advertisers, to our subscribers, to the student body, and to all others who have aided us in any way, we express our hearty thanks. To our successors we extend our best wishes for their success. We bespeak for them the same liberal patronage that has been accorded us, and hope they will get a like amount of pleasure and profit from their editorial work.



To Parents.

Let no father and mother lay to their souls the flattering notion that they can shirk their duties and think that those duties were better performed by the school teacher, no matter how good that teacher is. All of you know an occasional father or mother who does just that thing. We have to have education; we must have the home bringing up; we must have the trained mind; and then we must have in addition, training for what is more than mind—training for character.

—Theodore Roosevelt.



God keeps a niche
In heaven to hold our idols, and albeit
He broke them to our faces, and denied
That our close kisses should impair their white,
I know we shall behold them raised complete,
The dust swept from their beauty, glorified,
New Memnons singing in the great God-light.

—Mrs. Browning.

Literary.

Habit in Reading.

It is during the Academy and high school days, far more than is often realized, that the foundation of our character is firmly and permanently laid. Habits are formed which become a part of our nature itself, and tastes are cultivated which will always remain.

A taste which effects our whole character, and which often becomes depraved, is the taste which we form for literature.

A student may be well instructed in the classics, and may be able to talk intelligently about what should delight and attract him, yet, if at the same time the whole truth were known, he would invariably prefer to spend an evening perusing some blood-curdling novel, than to read any choice production which bears the name of literature. Even when his judgement must admit that his taste is crude and unpolished, this indisputable fact stares him persistently in the face.

The explanation of this seeming inconsistency is not difficult. Taste in literature is merely a matter of habit. The companions to whose company we become accustomed are the ones we grow to prefer. The companionship of books, which is of equal importance, is no exception to this common result of association. We enjoy that which we read the most. If our time is spent with trashy books, we gradually become unable to appreciate good literature, or even to recognize it. If we habitually read good books, we derive the keenest pleasure from them, and if by chance, we read a worthless, badly written story, we find it not only fails to hold our attention, but is utterly distasteful. We have learned to dis-

criminate, and we are only satisfied with the best.

A taste for good literature is not only important in itself, but governs many other qualities. How many distorted ideas of right and honor are derived from the impossible career of the "cheap-fiction" hero! We may each feel that our own mind is safe from deviation, but we are unable to realize to what an extent our intellects are capable of being warped by such influences. Emerson has suggested that, "If we encounter a man of rare intellect, we should ask him what books he reads." It is certainly true that our thoughts, conversation, and even our ideals are a result of what we read.

If we would not lose the best which is within our reach, we will make it of first importance, not only to be able to judge between the true literature and the false, but to cultivate a taste which will demand the one and discard the other. Then shall we be able to say with Channing, "God be thanked for books. They give to all who will faithfully use them, the society, the spiritual presence of the best and greatest of our race. No matter how poor I am, if the Sacred Writers will take up their abode under my roof; if Milton will cross my threshold and sing to me of Paradise, and Shakespeare open to me the worlds of imagination and the workings of the human heart, and Franklin enrich me with his practical wisdom, I shall not pine for intellectual companionship, and I may become a cultivated man though excluded from what is called the best society."

A. M. R.

Ruins.

Three thousand years ago a belief was current among the Greeks, that those men and nations whom Fortune

avored too lavishly were destined to become objects of the jealousy of the gods. That there is some foundation for this belief seems to have been sustained by history dating from that period. The finest works of architecture have been unable to withstand the decay of centuries. In nearly every instance, the richest nations have been the ones which ambition has led to destruction. Indeed, few have been the nations that could endure. Their ruins cover the pages of history.

Nations, which on account of their wealth and resources were considered irresistible, have been reduced from a world power to an insignificant kingdom. Persia presents a noteworthy example of this class. In the year 500 B. C., the Persian Empire comprised the conquered Lydia, the Greek cities on the coast of Asia, Egypt, India and the island of Samos, in addition to its own original territory. With all these lands from which to collect men and revenues, with a powerful navy and unlimited resources, Persia three times hurled an unsuccessful army against Greece. A little later Persia was invaded by Alexander the Great, and overpowered. Of this great kingdom merely a shadow remained. The empire of the great king was in ruins.

The plain on which Carthage in all her glory once stood is now a barren tract. Carthage, at one time the proud ruler of the world, remains only in history. Marcus Cato, after he had visited Carthage and perceived her crowded harbors and fertile fields, never addressed the Romans that he did not close with these words, "*Delenda est Carthago*," "Carthage must be destroyed." At the close of the third Punic war, the Roman general, Scipio, captured the town. For seventeen days the city was in flames. What fire could not destroy was levelled to the ground. The plow passed over the spot,

and a curse was invoked upon the first who should attempt to rebuild the city. In the words of Mommsen, "Where the industrious Phœnicians bustled and trafficked for five hundred years, Roman slaves henceforth pastured the herds of their distant masters." Scipio seemed to realize the fickleness of fortune, for as he stood above the smoking ruins, he repeated these lines of Homer, "The day shall come in which our sacred Troy and Priam, and the people over whom spear-bearing Priam rules, shall perish all."

In the sixteenth century Spain possessed the most powerful navy then afloat. At the beginning of the seventeenth, its colonies were scattered over the whole world. Now, three centuries later, behold the shattered remnants of that once powerful nation. Not a colony in the world does she possess. The kingdom itself is tottering; its prestige is lost.

Cities, which once have ruled the world, now are known only because of those traces of their former prosperity. Athens to-day is famous, but it is not because of its present beauty. It is on account of the memories awakened by the sight of those old ruins on the Acropolis. The Propylaea, the Parthenon, those marble walls and pillars, slowly crumbling, represent the past splendor of Athens. They are the tomb-stones of the ancient city.

Long since has the Roman forum been famed. Those massive pillars have looked on some of the world's most stirring events. Here triumphal arches yet stand as monuments to those heroic men. The Rostra, on which Cicero so often addressed the Romans, remains to remind the world of Rome's once proud position. These are her memorials. Never again can Rome command the world, yet never will be removed entirely the marks of her former glory and power.

The old towns of Chester and Pevensey in England are marks left to us as evidences of the Roman invasion of England in the first century.

Many of our own American cities have been in ruins, but their traces are soon effaced. With characteristic energy the American people have rebuilt their ruined cities. Washington, in the war of 1812, was burned to the ground. Now it is one of the most beautiful of the American cities. The heart of Chicago has been destroyed by fire, yet no barren waste marks the once blackened territory. Boston has been scourged with flames. Three years later, as much had been expended for rebuilding as was lost in the fire. The only visible results of these destructions are broader and more systematic streets, and better blocks to replace the old.

The largest of the Egyptian pyramids, on which one hundred thousand men labored for thirty years, although its preservation is remarkable, does not possess the beauty of its former days. They were constructed as nearly indestructible as men could build them, yet behold the evidences of decay. Several are completely destroyed.

So thoroughly have been removed all traces of the Hanging Gardens of Babylon, that by some it is claimed they never existed. A Babylonian king erected these stupendous artificial gardens to gratify his queen. The city of Babylon stands upon the ruins of that vast work.

Various causes have served to wreak destruction upon some of man's most beautiful productions. Several masterpieces of architecture have been destroyed by earthquakes. The Mausoleum erected by Artermisia in honor of her husband, and considered the grandest of all Greek tombs, was shattered by an upheaval of the earth. Some marble steps alone mark its site.

The gigantic bronze statue of Phœbus, which once stood at the entrance to the harbor of Rhodes, was destroyed by an earthquake. Its ruins after lying one thousand years were bought by a Jew and converted into instruments of war.

Innumerable examples of ruined nations, cities, and architectural structures might be cited. However great has been the empire, however beautiful have been the temples, it has availed nothing. All have yielded to the depredations of time. The greater and more magnificent has been the structure the more colossal the ruin. Of course the belief of the Greeks was a mere superstition, but it is easily seen how broad a foundation they possessed for their belief.

P. C. T., '05.

Changes in Feminine Education.

That many important changes along educational lines have taken place during the last half century is well-known, but perhaps few of us realize how much more noticeable these changes are as related to women than to men. It is not so very many years since a college girl was a very rare, if not an unheard of being.

The employment of women, even in district schools, did not become general until after the Revolution; but with the gradual recognition of their ability as teachers, came better opportunities for the education of girls. It was, however, late in the nineteenth century before they were allowed advantages even approaching those given boys.

Even in our own country the early school laws gave no consideration whatever to girls, but interpreted the word children to mean boys only. It was thought wholly unnecessary that girls should be taught in the public schools

at all. Most of them, however, learned to read and write, although these accomplishments were not considered an essential part of the feminine education.

At the time of the Revolution, few of the colonists' wives could write. It is worthy of note that the people of Northampton, Mass., now a famous educational center, voted, in 1788, to make no provision for schooling girls; and it was not until the year 1802, that girls were admitted to the public schools.

Soon after the Revolution, there came a great change of sentiment in regard to feminine education, and within a decade or two, girls were allowed to attend the public schools in most places, though oftentimes in the face of much opposition. They were taught reading, writing and spelling, and much attention was given to the art of polite behavior. In addition to this, they did regular stints of knitting and sewing, while the more aspiring, ventured a little way into grammar, geography and mathematics. For this latter they were derided by the more ignorant, being asked if they expected to carry butter and eggs to market, else why did they study arithmetic.

What a change do we behold in this our present century! To-day throughout the public schools of our land, boys and girls stand on an equal footing, the girls often winning the larger share of scholarship honors.

We find educated women in nearly every department of professional and religious work. They furnish heroines for the mission-field and an army of active workers against the evils of intemperance. The college girl is no longer a *rara avis* but an absolute necessity in meeting the demand for intelligent and educated female workers in almost every field of labor.

C. M. W., '02.

The Prize Contest.

Every year at the Southport High school a prize was offered for the best solution of a problem, given to the boys of the senior class by Mr. Heywood, one of the members of the Board of Trustees. The conditions were very simple, and the prize was not costly, but was given to encourage the boys to better study and more thorough work.

When Merton Bradley reached his senior year, he was one of four boys to compete for this prize, having obtained the required rank of eighty-five per cent. in mathematics, and he fondly hoped to be the winner of the prize.

Mr. Heywood found the boys eagerly awaiting him when he entered the school-room on the day appointed for giving out the problem. After explaining the conditions, he wrote the example on the board and left the room. The contestants were given a week's time, after which their solutions were to be handed to Mr. Heywood. During this week the four boys worked diligently, but Merton, who had felt quite sure of winning, could not find a solution.

Jerry Williams, one of the four, had solved the example, and the night before the papers were to be passed in, had gone to the library to copy it. He had just finished, when someone called him, and gathering up his work, he left the room. On his way out, Jerry dropped a sheet of paper, which Merton, coming to the library a few minutes later, picked up. He did not look at the paper at first, for his thoughts were of the prize which was to be given the next day; but when he did look, he stared in amazement, for the solution of the problem was before him. But what good would it do him! Then he thought of something which made the blood rush to his cheeks. Why not copy it? Even if there were two

solutions alike, they would have to decide between them, and Merton believed they would choose his, for he was somewhat of a favorite with Mr. Heywood.

Going quickly to his room, he locked the door and copied the *exact* figures from the paper, then, instead of destroying the original, he put it in his desk under a number of other papers. When the papers were passed in, it was found that two of the four answers were entirely wrong, but the others each had a mistake in copying, which made the answers wrong also. But the mistakes were exactly the same, and it seemed as if there had been cheating some where. Mr. Heywood would not award the prize until an investigation was made, and the guilty one found.

Meanwhile Merton had looked everywhere for Jerry's paper, but as he could not find it, decided he must have destroyed it. For two weeks the teachers found out nothing to explain the mystery, and as each day went by, whatever good intention of telling, Merton might have had, left him, and he began to feel that his dishonesty would not be detected.

In the meantime an arrangement was made for buying some new books, and as Merton was librarian, he had charge of this. One day the principal came to his room to look at a catalogue of books, and Merton was about to get it, when he was called to the telephone. Telling his teacher he would find the pamphlet in the desk, he hurried away.

While looking for the catalogue, the principal found something which surprised him very much, and also made him afraid that it was Merton who had cheated in the contest. This was a small sheet of paper containing the solution of the problem, and the initials, J. L. W., in one corner. He was still looking at the paper when Merton came back. Seeing what his

teacher was looking at, Merton hesitated only a moment, and then told him the whole story. He had wanted to tell before, and now the chance was given him, he concealed nothing.

As a punishment for his dishonesty, the place of librarian was taken from him, and he was not allowed to have a class part at graduation. It was a bitter lesson, but Merton learned that it is best to be wholly honorable in everything, no matter how small.

M. W. G.

One December Night.

Far up among the mountains in the little western town of Waring, lived a little maiden ten years of age. She and her mother occupied a cosy little cottage on the bank of the river, and her father worked in a lumbering camp on the mountain, near by.

About a quarter of a mile from their home lived an old man and his wife by the name of Meade, but throughout the neighborhood this couple were known as Uncle Joe and Aunt Sally.

One cold night in December, after they had eaten their frugal supper, Uncle Joe said he must go to the stable and see that everything was all right for the night. He took his lantern and started, but had hardly closed the door when Aunt Sally heard a cry and a heavy fall. She rushed outside and there lay Uncle Joe groaning and moaning, "Oh, my arm! my arm! I have broken my arm!"

"Why, Joe, do get up quick," she cried.

With her assistance, he reached the house and was helped to a couch. It was found to be only too true that his arm was broken.

"Oh, what can I do!" cried Aunt Sally, "Eben is away with his team, and there ain't a horse within two miles

of here. How can we get the doctor?"

The nearest doctor lived in B——, four miles away, and what was to be done? They must in some way reach him.

"Go fur Rosalie, she'll think of some way or other I knows. I never see a child like'er," said Uncle Joe.

"Yes, yes, I must reach help in some way, but I can't leave you here alone," said Aunt Sally.

"Go quick," he said, "I must have this arm set."

Over in the other cottage, of which we have already spoken, around a blazing fire, sat Mrs. Dory with her sewing, and in a low rocker beside her, sat Rosalie with a book, from which she was reading aloud. Aunt Sally rushed in upon this scene.

"Joe—has—broken—his—arm," she gasped. "What shall I do?"

"Why Aunt Sally, we must send for the doctor just as quickly as we can," said Mrs. Dory.

"But there isn't a horse near here," said Aunt Sally, "Oh, if Eben were only here with his team!"

Eben was a bachelor who lived about a half mile from the Dory house, but he had gone to a village several miles away to spend the night. Every one was silent for several seconds, when Rosalie suddenly jumped up and clapped her hands.

"I know what I can do! I can skate to B—. Quick! Mamma, get my skates, while I put on my wraps."

"Oh, chile, you can't skate off down there. "Be you crazy?" said Aunt Sally.

"Yes, yes, I can, be quick and get my skates."

At first Mrs. Dory would not listen to such a thing, but Rosalie was not to be daunted. She was so determined, also so courageous, and as there seemed to be no other way to get the doctor, Mrs. Dory reluctantly consented.

Rosalie was a beautiful child with large, blue eyes and golden hair. She was a very lovable child and was almost idolized by Uncle Joe. She had spent many an hour listening to his stories, and had often walked with him through the fields and woods. Uncle Joe, although he knew but little about books, was a great lover of Nature, and he had pointed out to her many of its beauties. She had repaid him by singing some of her childish songs. She had a very sweet voice, and he thought her singing the sweetest music he had ever heard.

There was but very little snow on the ground, but one could hardly get out of doors without stepping on ice. The river was like glass, and for a mile or more Rosalie was very familiar with it, as she had skated here many a time.

Aunt Sally now sped back home, and Mrs. Dory accompanied her daughter to the river. Rosalie's courage almost deserted her, when the skates were fastened firmly on, but thoughts of Uncle Joe's suffering gave her new courage. After bidding her mother good-bye, she glided swiftly away. Mrs. Dory, anxious and troubled, wended her way back to the house, put out the lights, locked the door, and started for Aunt Sally's. Oh, how long that evening seemed! Minutes seemed like hours to the occupants of that little cottage.

But we must go back to Rosalie. She went bravely on. Several times she thought she heard some strange sound, but decided it was only the wind blowing through the branches of the trees on the shore. She was but a short distance from B——, when all of a sudden she felt herself going down. She gave a loud cry and clung wildly to the edge of the ice.

"Help! help!" she shouted.

That evening Darwin Meade, who was engaged in business in a distant

city, stepped from the train at B——, and ordered a man to take his trunk and suit case to his home in Waring. He then proceeded to one of his friend's who lived near by, and procured a pair of skates. He had been riding in the train all day, and as he was very fond of this exercise, preferred skating to driving home. His friend had cautioned him to keep on the left side of the river, as several boys had been trying to find the depth of the ice on the right side, and had cut openings large enough for one to slip into.

Rosalie had kept to the right and had slipped into one of these openings, but fortunately, Darwin Meade was but a few rods away, when he heard her cry. He hastened to her aid and quickly drew her from the water. She recognized him at once for he was no other than the son of Uncle Joe and Aunt Sally. He had not written that he was coming, as he thought it would be a pleasant surprise for them.

Rosalie quickly made known her errand to Mr. Meade. He wrapped her in his coat and took her to the doctor's home, and Dr. Race immediately started for Waring.

After Rosalie had been dressed in dry clothes, Mrs. Race tried to induce her to stay until morning, but, no, she must go home. She said her mother would be lonely without her; so the doctor's kind wife ordered the stable boy to drive Rosalie and Darwin to their homes.

* * * *

Ten years have passed since that night. Uncle Joe is a very old man, but he has never forgotten the courage that Rosalie showed on that wintry night, and never loses an opportunity of relating the incident to any friend who visits him.

Rosalie, grown to womanhood, is now abroad studying music, but she

often thinks of Uncle Joe and Aunt Sally and her perilous adventure on that December night.

M. E. G., '05.

In Memoriam.

CHARLES MASON.

Mr. Charles Mason, one of the honored trustees of Gould's Academy, died at his home in Bethel Village, Wednesday, November 16, 1904, after a long illness. Mr. Mason was first elected a member of the board of Trustees of Gould's Academy in the year 1882, and was always much interested in the welfare of the institution. He was long one of the town's most active business men. Some twelve years before his death, he retired from active business, but continued to look after his real estate and other property interests. He was the owner of considerable valuable timber land in the vicinity of Lake Umbagog, but sold this land a few years before his decease. He served his town as clerk and also as treasurer, and was, at the time of his death, one of the assessors of Bethel Village Corporation, which position he had held for some time. He was for many years connected with the Bethel Savings Bank, and at the time of his death was a member of its investigating committee.

In religious belief he was a pronounced Universalist. He was one of the original members of the First Universalist Parish of Bethel at its formation in 1847, and served many years as parish clerk and as one of the trustees, which position he held at the time of his death. He was a regular attendant upon the religious services of his church and one of its interested workers and generous supporters.

Mr. Mason had a large circle of friends and acquaintances and stood

high in their esteem. Interested in the welfare and prosperity of his town, he was always among those of progressive ideas in business, social, educational and religious advancement. As a public servant he was faithful and attentive to the duties of his office. He was a domestic man and enjoyed the endearing associations of the family circle. He cherished the ties of kindred and neighbor, and was modest and genial in social life. A kind father, a devoted husband, a good citizen, a friend to all, he will be much missed.

Mr. Mason was the son of the late Ayers Mason, and one of three brothers, the other two being the late Oliver H. Mason and William W. Mason, both of whom were for years well known as business men throughout this section. He married Melissa M., daughter of the late Ezra T. Russell, and four children now survive. One sister, Mrs. Seth Walker of Bethel is now living, and one, Maria A., wife of the late Gen. Clark S. Edwards, died some years ago.

The funeral, which was held from the Universalist church, under Masonic auspices, was largely attended, and the profusion of flowers showed to some extent the high regard in which the deceased was held. The services were impressively conducted by Rev. A. D. Colson, pastor of the Universalist church, assisted by Rev. F. E. Barton, former pastor of the church.

GEORGE E. RYERSON.

The announcement of the death of George E. Ryerson, which occurred at his home in Mayville, January 13, will carry sorrow to every teacher and student who was connected with Gould's Academy during Mr. Ryerson's four years in that institution.

Possessed of a frank, genial disposition, sterling integrity and upright

habits, he merited and won the esteem and friendship of a large circle of acquaintances.

While a student at Gould's Academy, he could always be relied upon to stand for whatever was clean and honest and manly. He was regular and punctual in attendance, attentive to all his duties as a scholar, courteous in his deportment toward teachers and schoolmates, mindful of the rights of others. His manliness was of the stalwart type, and his loyalty to his teachers and his school may well be imitated by every present or future student of Gould's Academy.

In business life, his strict integrity,

his persistent effort, and his determination to succeed won the respect and confidence of his associates, and characterized him among his fellows as one destined to win a large measure of business success.

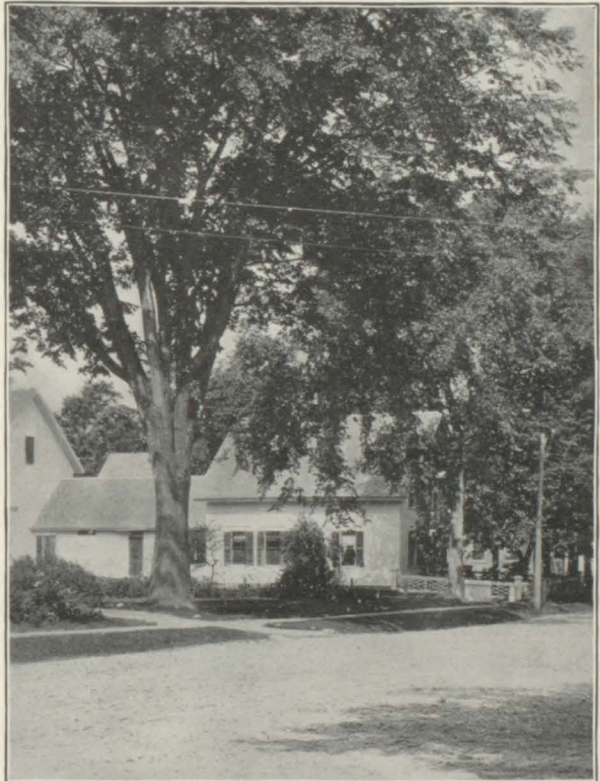
In his home life he was ever the thoughtful, loving and loyal son. Such was the presence that has gone out from among us, such the loss that those who knew and loved him for his manly virtues, are called upon to mourn. He will long be missed, not only in the home made desolate by his absence, but upon our streets and in the business and social life of our village, in which he took an active and lively interest.

The Principal's Home.

"For remembrance's sake."

The desire to hold fast memories that are precious, and in some way crystallize them into a tangible form, is a touching and well-nigh universal instinct. In acting upon such a basis the ability, character, and degree of cultivation in the individual is distinctly indicated by his choice of a form of expression.

When Mr. L. E. Holden of Cleveland, Ohio, came back to Bethel for the first time since the death of his old teacher, and went directly to the grounds of the Academy in search of his tree planted there in his school days, what was the dominant thought of this scholar, teacher, great financier, and patron of the arts, while standing upon a spot hallowed to him by old associations? He has shown us. It was *gratitude*, and of a quality that has given to this community a crown-



The new Principal's Home as it is to-day.

ing proof that this successful man is, in the broadest sense of the word, successful, for only the grateful are truly great.

Mr. Holden has given an eloquent illustration of gratitude that will touch the heart of a circle that widens far beyond our lovely "hill-town."

In buying and modernizing the Davis homestead (so long the summer home of one of Bethel's most scholarly men), for a Principal's Home, Mr. Holden, with far-seeing wisdom, has added to the established dignity of Gould's Academy. With his quick insight and wide experience he saw a need, that, once met, would widen future channels. To quote his words, "As every church should own a parsonage, so every Academy should have a Principal's Home, as a dignified basis."

In memory of his beloved teacher, Dr. Nathaniel T. True, Mr. Holden presents this gift to Gould's Academy, to Bethel, and to the towns that fringe our village, whose sons and daughters are educated among us. This Principal's Home stands as a tribute to the inspiring teacher, and also as a monument to the pupil who had the divine capacity of receiving inspiration. That the teacher, who to-day represents the same high standards and strong personal influence which have made this old teacher an imperishable memory should be established in this new home—is the crowning joy!

The whole staff of teachers and the pupils in the Gould's Academy of to-day, may well take courage in this inspiring illustration of one of life's beautiful aftermaths—seeing in its sincerity and dignity a realization of Emerson's great thought, "What is excellent, as God lives, is permanent."

M. T. G.

* * * *

In August, 1904, L. E. Holden of Cleveland, a graduate of Gould's Acad-

emy in the class of '48, visited Bethel, and while here, purchased the Davis house on Church street, with the purpose of presenting it to Gould's Academy to be used as a principal's home. Later the gift of the property, together with \$1000 with which to repair and improve same, was tendered to the Academy. At a meeting of the Trustees, called for the purpose, it was voted to accept the gift, and the following resolution was adopted and spread upon the records of the Institution:

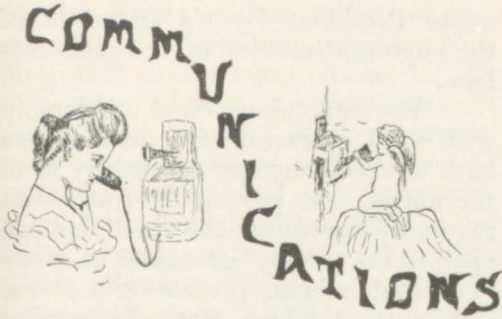
Resolved: That the Trustees of Gould's Academy are deeply sensible of the great benefit conferred upon the institution by the generous and fitting gift bestowed by Mr. L. E. Holden, and in recognition of this act and as an expression of their appreciation, hereby tender their thanks, and acknowledge the gratitude which they, in connection with the community at large, feel for this kindly remembrance and far-reaching benefaction.

The following committee was elected to take charge of the repairs and improvements: Dr. J. G. Gehring, Hon. John M. Philbrook, Prin. F. E. Hanscom. Work will be begun as soon as the weather will permit, and it is the intention of the Committee to have the house ready for occupancy by mid-summer.



The Requisite.

In education, various books and implements are not the great requisites, but a high order of teachers. In truth, a few books do better than many. The object of education is not so much to give a certain amount of knowledge, as to awaken the faculties, and to give the pupil the use of his own mind; and one book, taught by a man who knows how to accomplish these ends, is worth more than libraries, as usually read.—*William Ellery Channing.*



DEAR HERALD:—

Having been requested to write something about Bowdoin, I will tell, as briefly as possible, the history of its foundation, over a century ago, and also a few facts about the college as it is to-day.

In the year 1790, the population of the District of Maine had increased to one hundred thousand. Many of these men, who made up this number, had come from Massachusetts and had been accustomed to the educational advantages enjoyed there. They wished their sons to receive an education equal to their own; but most of them were too poor to send their sons to Cambridge. At that time a journey from Lewiston to Cambridge cost more than a term's tuition, hence the need of an educational institution at home was keenly felt by all.

Now when the foundation of a college seemed probable, the all important question was, "Where shall it be?" Various bills were introduced in the Legislature by representatives of different sections of the district, advocating the establishment of the college in their respective towns. Among the towns thus named were Gorham, Freeport, North Yarmouth and Portland. Finally in 1793, a bill was passed, incorporating Bowdoin College to be located somewhere in the County of Cumberland. Brunswick was immediately chosen; its geographical position out-

weighing any advantages offered by other towns, and a year later, in 1794, the charter of Bowdoin College, having passed both Houses, received the signature of Governor Samuel Adams.

Now a few words concerning the naming of the college.

Governor James Bowdoin, the man whose name was adopted by the college, was a grandson of Pierre Boudouin (the French form of Bowdoin), the French fugitive who fled to America after the revocation of the Edict of Nantes by Louis XIV. To show somewhat the position which James Bowdoin held in New England, I will enumerate some of the honors which he attained and some of the positions of trust which he held.

He was educated in the public schools of Boston and at Harvard College. While very young, he became deeply interested in scientific investigation, and through this work became acquainted with Benjamin Franklin. A friendship was formed at this time, which lasted during the rest of their lives. He received the degree of Doctor of Laws from the University of Edinburgh, from his Alma Mater, and from the University of Pennsylvania. Bowdoin's political life began as the representative from Boston to the Legislature. Later he was a member of the Council, or upper house of the Colonial Legislature, President of the Provincial Council, and delegate from Massachusetts to the first Continental Congress. He served as governor two terms, and closed his political career as delegate from Boston to the convention assembled to ratify the Constitution of the United States.

The death in 1790, of a man of such renown and amid such universal sorrow, decided the name for the proposed college. With shrewdness typical of the New Englander, one of the men who had the matter in charge, met

Governor Bowdoin's son, told him the proposed action, mentioned the interest taken in learning by the Bowdoin's in the past, and emphasized the need of the institution. The result was that the college took the name Bowdoin, and substantial aid was promised it by James Bowdoin, Jr.

About thirty-two thousand dollars in money was received from the Bowdoin estate, seven thousand acres of land, a library of two thousand volumes, a valuable collection of minerals, certain scientific apparatus, and two hundred paintings and drawings by old masters. Five townships were granted the college by the Commonwealth, thirty acres were given by individuals, and two hundred acres by the town of Brunswick. In 1798, the building of Massachusetts Hall was begun, and in the spring of 1802, it was completed. This building was to serve as the home of the president, dormitory for students, chapel, hall and recitation room. In September, 1802, Bowdoin College opened its doors to its first class. The faculty consisted of two members, the entering class, eight young men, and one building served all the purpose of the college. Since 1820, eleven buildings have been erected on the campus, three dormitories, a chapel, an art building, a science building, two buildings used for recitations, a gymnasium, an observatory and a library. The faculty now numbers forty-three, the library contains seventy-nine thousand volumes, and the registration shows three hundred and sixty-three students.

Bowdoin has always been, and is, what is termed a small college. When the population of the State rapidly increased, and Bowdoin might have grown with a proportional rapidity, other colleges were founded, which drew their student body from the territory formerly sending all its young men to Bowdoin. In closing I will

quote President Hyde's statement of the important mission of the small college.

"For combining sound scholarship with solid character; for making men both intellectually and spiritually free; for uniting the pursuit of truth with reverence for duty, the small college open to the worthy graduates of every good high school, presenting a course sufficiently rigid to give symmetrical development, and sufficiently elastic to encourage individuality along congenial lines, taught by professors who are men first and scholars afterward, governed by kindly personal influence, and secluded from too frequent contact with social distractions, has a mission which no change of educational conditions can take away, and a policy which no sentiment of vanity or jealousy should be permitted to turn aside."

Sincerely yours,

GILBERT W. TUELL, G. A. '02.
Brunswick, Me., Jan. 23, 1905.

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DEAR HERALD:—

I think it may be interesting, as well as instructive, to tell something about one of the colleges of the far West. Many of our Northerners, both young and old, almost seem to believe that everything in that part of the country is heathenish, to say the least.

Society, schools, and human nature generally, are about the same the world over. I think if anything, the schools out West rank higher, as a whole, than in the East. Much thought and money are put into them.

The New Mexico College of Agriculture and Mechanic Arts is situated in the southern part of the Territory, about thirty miles from the border of Old Mexico, in what is known as the

Mesilla Valley. This valley is pronounced "ideal" in many respects. New Mexico is everywhere famous for its dry, sunny climate, and this portion is particularly favored in this respect, snow or rainfall being such an event as to excite comment and even disapproval. The college is about three miles from the town, at Mesilla Park, a very pretty Mexican village. Among the interesting places within easy driving distances, are Las Cruces and the town called Old Mesilla, with their surroundings of orchards and vineyards, hedged with Osage orange. Fifteen miles away and at a cool altitude of about 8,000 feet, is Van Patton's mountain resort, and it is about the same distance to the mining camp of Organ.

The college was created by an act of the Territorial legislature in 1889. The buildings of the college consist of the following: a large and commodious main building, in which are the class rooms of the Preparatory Department, the president's and clerk's offices, library, the Department of Stenography and Typewriting, the Department of Mathematics, the Departments of History, Spanish, and English, as well as a large assembly room, known as McFie Hall. South of the main building is the engineering building, a one-story adobe of good and substantial structure. This contains the physical laboratory, the drafting room, wood and blacksmith shop and the foundry.

One of the other buildings is Science Hall, containing twenty-one large and well equipped rooms. The first floor is given up to the Department of Chemistry; in addition to the Chemical laboratories are assaying laboratories and furnace rooms. On the upper floor of Science Hall are the departments of biology, botany, and entomology. Other buildings are the dormitories for girls and the Boys' Club building.

Connected with the college, is the New Mexico Agricultural Experiment Station. Problems receiving the greatest attention in this department, are the determination of soil moisture and an investigation of the requirements of irrigation. The station buildings consist of a large seed house and a green house, also an extensive corral used for feeding experiments. About thirty of the very best teachers are employed in this school. Elocution, Physical culture, Music and all Athletic sports receive great attention. Military training has also been introduced. The equipment of all departments in both college and station is such as to place this institution in the front rank among the educational institutions of the southwest.

JANE H. GIBSON.

Alumni Personals.

LIBERTY E. HOLDEN.

Liberty Emery Holden, citizen of Bratenahl, Cuyahoga County, Ohio, owner and publisher of the Cleveland Plain Dealer, was born June 20, 1833, in Raymond, Cumberland County, State of Maine. He is the son of Liberty Holden and Sally Cox Stearns Holden, who moved onto a farm in Sweden, Oxford County, Maine, when the subject of this sketch was a child. This farm joined the farm of his grandfather, Peter Holden.

Richard Holden, his paternal ancestor, came to America from England in 1634 and settled in Watertown, Mass., and afterwards in Groton. The Holdens in Maine are nearly all descendants from Lieutenant John Holden, a Revolutionary soldier, who enlisted in Stoneham, Mass. After the war Lieutenant Holden emigrated to Otisfield, Maine, where he died in 1806. His wife, Mary Knight Holden, died in 1847, 102 years, 2 months and

9 days old. They had a large family of children, among whom was Peter Holden, the grandfather of Liberty Emery Holden. Through his mother, who was the daughter of Levi Stearns, he is a descendant of Isaac Stearns, who



Liberty E. Holden.

came to this country from England with Governor John Winthrop, the first Governor of Massachusetts, and settled in Watertown in 1630. Through his grandmother, Lydia Cox Stearns, he is connected with the Joslyn, Peabody, Southworth, Soul and Alden families. He is thus in direct lineage connected with Elizabeth Alden, eldest daughter of John Alden and Priscilla Mullens Alden, of the Mayflower, whom Longfellow has made immortal in his "Why don't you speak for yourself, John?", the answer which Priscilla gave to John when he was delivering Miles Standish's proposal for marriage.

His family is English on all branches on both sides. The Holden and Stearns families are very old English families, and their names to-day are found among the best business, social and literary circles in this country and England.

Mr. Holden, brought up on his father's farm, in Sweden, Oxford County, Maine, in his early manhood, was a teacher. He remembers with gratitude the friendship and ability of his old teacher in Sweden and Bridgton, Simeon Walker. He was an inspiring teacher, never surpassed. Mr. Holden taught a district school in Chatham, N. H., when he was sixteen years old. He says that nothing ever came to him which was more valued than the books and other tokens of appreciation of his work, given to him by his pupils. He has kept them all and often refers to them and shows them as trophies won in his early life. This training as a teacher was of great value, in giving him a knowledge of human nature, a command of himself and facility in imparting instruction. It impressed upon his mind the value of schools and made him a democrat in its broadest sense. He settled it as a lifelong conviction that all permanent reforms are educational, and that true patriotism is grounded in correct education. He was prepared for college at Gould's Academy, Bethel, Maine, under Dr. N. T. True, whom he reveres with love and respect. While preparing for college, he taught district schools in Chatham, N. H., Bethel, Maine, Walpole and Wrentham, Mass., and select or high schools at Denmark, Lovell and Bridgton, Maine.

In the fall of 1853, he entered Waterville College, now Colby College, but stayed out one year teaching, and went back at the beginning of the Junior year. Having decided to make his home in the West, he entered the

University of Michigan in 1856, and was graduated in 1858. That same year he was elected Professor of Rhetoric and English Literature, in Kalamazoo College. This gave him three years not only of successful teaching, but an excellent opportunity for studying literature, history, and law. In 1861, he resigned his professorship in Kalamazoo College and was elected Superintendent of Public Schools in the city of Tiffin, in the State of Ohio, where he remained one year. During that year, while Judge Ranney was judge of the supreme Court, he was admitted to the bar, and in the fall of 1862 took up his residence in the city of Cleveland. Opportunities for business, and especially in real estate transactions, were good, prices were rising, and instead of practicing law, he went into business, buying, selling and improving real estate. In 1866, he moved to the village of East Cleveland, and became a large holder of real estate in that, then the most promising residence suburb of the city of Cleveland. He was elected a member of the school board and for nine years was its president. He was instrumental in establishing the graded school system in that village. He was a commissioner for negotiating terms for the annexation of the village to Cleveland.

In 1872 he became interested in iron mines in Lake Superior and the manager of the Pittsburg & Lake Angeline mines. In 1875 he became interested in silver-lead mines in Utah, and in 1876 moved there with his family to take charge of his then extensive interests. He became identified at once with the educational interests of the territory, and was one of the founders of Salt Lake Academy, and for twelve years its president. The institution became influential in reforming the territory.

He was a delegate in behalf of the

mining interests of the territory to several conventions held for the purpose of defending and developing the mining industry, and was the first chairman of the executive committee of the National Bimetallic League of the United States, organized in 1884. Under his direction the data was collected and published which created national interest in the free coinage of silver and gold.

When he went first to Utah, Brigham Young was alive and polygamy was rampant. Before he left he had the pleasure of seeing polygamy driven out, not only under legal condemnation, but outwardly abandoned, as a tenet of the Mormon Church.

As an instance of his convictions, Senator John Sherman, Senator Benjamin F. Harrison and others, visited Utah, and while standing with them at Brigham Young's grave, Senator Harrison said: "Mr. Holden, what is the solution of the Utah problem?" He answered: "Give us a law that will disfranchise polygamists, prevent them from holding office, and sitting on juries." The Senator replied: "That is the best suggestion that I have ever heard. Come down to Washington next winter and we will put it into a law." He went there, and after consultation with Senator Harrison, Senator Edmonds and others, the Edmonds law was enacted which embodied the principles suggested by Mr. Holden, and became one of the main instruments in the overthrow of polygamy.

Mr. Holden has been identified with the business interests of Cleveland and other parts of the country for many years. He is said to be an excellent judge of mines, and his knowledge of geology and mineralogy gives him great advantage in operating them. He has struck more ore in the mining camps in Utah where he is interested, than any other man operating during his time.

So strong was the faith of men under him in his luck, as they called it, that the miners often said, "When Holden starts a tunnel they begin making ore in the other end of it."

Mr. Holden had, however, great confidence in the city of Cleveland, and a large part of the earnings of his lifetime have been invested in buildings and real estate in the city; among them is the Hollenden Hotel, well known for its size and the beauty of its finish and appointments.

Mr. Holden is a Unitarian and a Jeffersonian Democrat. He is devoted to social and political reforms and has done much and written much for the purpose of divorcing municipal government from national politics, believing sincerely that there is no logical connection between them. He is a bimetalist and probably has done as much as any living man to spread the gospel of free coinage, believing that whatever arguments can be brought to bear for the free coinage of gold are equally good for the free coinage of silver, but he considers the question settled by national votes.

While he has been a busy man and a director of large affairs, he has kept up his studies and stands abreast of the best thought of the age. He says that the pride and purpose of the rest of his life will be to devote himself to study and to the performance of those civic duties which he believes all Americans ought to be willing to assume. He believes no man should seek office, but should serve the state when called, for the public good and not for money. He is decidedly opposed to the excessive and unrighteous use of money in elections.

He is a lover of art and a patron of the arts. He has a large library and a very choice gallery of old masters. His residence, Loch Hame, situated on the shore of Lake Erie, in

Bratenahl-Village, five miles east of Cleveland, is one of the most delightful places in America. He is a lover of Greek art, and has in his home some of the best interior work in Greek designs. He is fond of travel and always brings home books and art treasures, and he says that while schools, churches, books and the arts are means for education and culture, a man's home is the best exponent of his taste, character and life. He is devoted to the study of history and takes great interest in genealogy. He says "The man who is not proud of his ancestors, has no ancestors to be proud of." He is a great lover of New England people and institutions.

Most of his time is given up to the Cleveland Plain Dealer, which has grown under his ownership to be one of the largest, most liberal and influential papers in the United States. As a speaker and writer Mr. Holden is always forcible, decided and instructive. As a citizen he has the confidence of his fellow-men, and is always ready to help the needy and encourage the young, who try to help themselves.

Mr. Holden has always been a staunch friend of education, and while he has done much for the schools of his own city, he has not forgotten those humble institutions of his native State which gave him direction and inspiration in his forming days. When Colby's dormitory was burned a few years ago, Mr. Holden was among the first to respond to the call for financial aid, and his recent gift of a principal's home to Gould's Academy, bespeaks the filial love and devotion of this loyal son of this time-honored institution.



Prof. John Green Wight who fitted for college at Gould's Academy nearly forty years ago, enjoys the unique distinction of being principal of the largest high school in the world, viz.,

the Wadleigh High School, New York City, composed of more than 3000 pupils. Prof. Wight at one time taught in the Academy at North Bridgton. Later he was connected with the Cooperstown, New York Academy, the Worcester Classical High School and the Philadelphia Girls' High School. He is a graduate of Bowdoin College, and on Jan. 7, addressed the Bowdoin Club of Boston on the subject, "Some of the Lesser Lights of Bowdoin."

Fenwicke L. Holmes, a graduate of Gould's in the class of '02, now a Junior at Colby, was selected to represent the Colby Chapter of the Alpha Tau Omega at their Fraternity Congress recently held in New York City.

We regret to learn that Capt. R. B. Grover, whose interest in, and loyalty to Gould's Academy is well known, has been in poor health ever since his visit to Bethel last summer. Capt. Grover and his wife have been spending the winter in Florida.

Mr. Edwin L. Harvey, Gould's, '01, Bowdoin, '05, who won a gold medal in the debate against Amherst last year, was recently elected to participate in the Bowdoin-Amherst debate this year. Mr. Harvey has also been selected to deliver the closing address at Commencement.

Melville C. Day of New York City, a student at Gould's under Dr. True in the late fifties, recently sent a check for \$75 with which to purchase an exhaustive, up-to-date encyclopedia for the Academy library. This gift, together with sixty-five volumes donated by Mr. Day last year, will add very materially to the usefulness of the reference department of our library. Mr. Day is now traveling abroad, his letter being written from Rome.

Miss Agnes Barton, '04, is attending the Emerson College of Oratory, Boston.

H. H. Hastings, '87, is now representing Bethel in the State Legislature. He was recently re-elected Supt. of Schools.

Merritt B. Gay, '00, who graduated from Gray's Business College last fall, has since been teaching in that institution.

Miss Edna Stearns, '04, has employment in the Berlin National Bank, Berlin, N. H.

Bessie Stanley, '03, and Wm. C. Brooks, '04, are students at Shaw's Business College, Portland.

Jerome C. Holmes, Gould's, '02, has been announced as the winner of the first of a series of debates by the Sophomores of Bates College.

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"Too many a parent is satisfied if his child is trained to make a living. We teachers must have a higher aim; we must feel that we are training our pupils to make not, in the first place, a living, but a life. There is a wide difference. The beasts of the field make a living. They rise in the morning, eat the food that God provides, and the day is over. They die and the world is no better for their living. Some men are like this; they eat and sleep and die and the world never knows that they are gone. This is not a life, such men make a living. This rather will be our ideal for ourselves and pupils; we will so live that wherever we may be our presence shall be felt. Our associates will be better because we have known them. The civic life in our communities will be purer because we have lived in them, and we ourselves will win the blessing that comes to those who bring out the heaven that lies hidden upon this earth."



QUOTATIONS APPLIED.

- "Push on, keep moving,"
Beginners' Latin Class.
- "A maid of honor."
Maude Goud.
- "Men of few words are the best men."
Ralph Bacon.
- "Ask me no questions, and I'll tell you no fibs."
Hugh Thurston.
- "Busy lives, like busy waters are generally pure."
Minnie Eagle.
- "Two may keep counsel, when the third's
away."
Fitzmaurice Vail.
- " 'Tis often constancy to change the mind."
Neda Richardson.
- "Gladly would he learn, and gladly teach."
Mr. Erskine.
- "I hold you as a thing ensky'd and sainted."
Percy Taylor.
- "It is a good thing to laugh at any rate."
Senior French Class.
- "Blue eyed and fair of face."
Erva Bartlett.
- "An open-hearted maiden, true and pure."
Anna Deegan.
- "He wears the rose of youth upon him."
Harlan Bean.
- "My own thoughts are my companions."
Florence Haselton.
- "I am constant as the northern star."
Herman Pettengill.
- "I have the jewel of a loyal heart."
Rena Eames.
- "Surely I shall be wiser in a year."
Robert Chase.
- "Roses are her cheeks,
And a rose her mouth."
Beulah Bartlett.
- "He tried the luxury of doing good."
Ernest Buck.
- "We have heard the chimes at midnight."
Marie Balentine.
- "In the tongue is the law of kindness."
Emma Burk.
- "I am sure care's an enemy to life."
Jeanette Brett.
- "Nature made him what he is,
And never made another."
Byron Cummings.
- "You were born for something great."
G. Deane Pingree.
- "True it is that we have seen better days."
Freshman Arithmetic Class.
- "Not to be laughed at and scorned because
small of stature."
George King.
- "Revealings deep and clear are thine
Of wealthy smiles."
Lillian Buck.
- "Thy face is the index of a feeling mind."
Matilda Hall.
- "The kindest man,
The best conditioned and unwearied spirit
In doing courtesies."
Mr. Hanscom.
- "The falling out of friends is a renewing of af-
fections."
Harold Young.
- My only books
Are woman's looks,——
And folly's all they teach me."
Elton Keene.
- "I am not merry, but I do beguile
The thing I am by seeming otherwise."
Annie Yates.
- "Was never evening yet
But seemed far beautifuller than its day."
John Carter.
- "Variety's the very spice of life,
That gives it all its flavor."
Edith Cross.

"Those about her
From her shall read the perfect ways of honor."
Miss Carver.

"He hath a tear for pity, and a hand
Open as day for melting charity."
George Bartlett.

"How brilliant and mirthful the light of her eye,
Like a star glancing down from the blue of the
sky."
Martha Littlehale.

"Blest with temper whose unclouded ray,
Can make to-morrow cheerful as to-day."
Albert Burk.

"Blue were her eyes as the fairy flax,
Her cheeks like the dawn of day."
Rita Twitchell.

"From the crown of her head to the sole of her
foot she is all mirth."
Marjorie Philbrook.

"His modest, bashful nature and true innocence
make him silent."
Edward Peverley.

"The crimson glow of modesty o'erspread
Her cheeks and gave new lustre to her charms."
Eva Andrews.

"Just at the age 'twixt boy and youth,
When thought is speech, and speech is truth."
Arthur Andrews.

"I must be taught my duty and by you."
Frank King.

"Those dark eyes—so dark, so deep."
Ola Hutchins.

"Young fellows will be young fellows."
Forrest Keene.

"I ne'er could any lustre see
In eyes that would not look on me."
Fred Hall.

"O boy, whate'er thou deignest to ask, we'll
humbly do right soon.
The earth is plainly thine alone, together with
the moon."
Philip Barker.

"Thou art beautiful young lady,—
But I need not tell you this;
For few have borne unconsciously
The spell of loveliness."
Verna Kilgore.

"So light of foot, so light of spirit."
Grace Stowell.

"Know this, too, before you are older,
"And all the bright morning is gone,
Who puts to the world's wheel a shoulder
Is he that will move the world on."
Fred Coburn.

"Her air, her manners, all who saw admired,
Courteous though coy, and gentle though retired,
The joy of youth and health her eyes displayed,
And ease of heart her every look conveyed."
Mabel Gleason.

"Her face is like the milky-way in the sky,
A meeting of gentle lights without a name."
Elsie Davis.

"A blooming boy,
Fresh as a flower new-born."
Charles Deegan.

"Accomplishments are native to her mind,
Like precious pearls within a clasping shell,
And winning grace, her every act refined,
Like sunshine, shedding beauty where it fell."
Miss Norton.

"Then come the wild weather, come sleet or
come snow,
We will stand by each other however it blow."
Elsie Hall.

"We have been friends together,
In sunshine and in shade."
Paul Thurston

"Within one of him."
Bessie Goud.

"I am a sad man and a serious one."
John Anderson.

"Here's a sigh for those who love me,
And a smile for those who hate.
And whatever sky's above me,
Here's a heart for any fate."
Josephine Leighton.

"A rosebud set with little wilful thorns."
Mildred Hapgood.

"How sweet, how passing sweet is solitude;
But grant me still a friend in my retreat,
Whom I may whisper—solitude is sweet."
Ivie Brown..

"A life that moves to gracious ends."
Rena George.

"So I told them in rhyme,
For of rhymes I have store."
Marian Dyer.



SCHOOL NOTES.

All our basket-ball victories were celebrated by socials after the games.

Rev. H. A. Clifford of South Paris made us a pleasant call the tenth week of the term.

Miss Maude A. Davis, formerly of the class of '04, is attending school as a special student in elocution.

A new book-case has been placed in the main room to accommodate the increased number of reference books.

The public oral examination at the close of the fall term occurred Nov. 21. Quite a large number of visitors were present.

Students and teachers were glad to see Miss Eagle back in school after an absence of several weeks in the Maine General Hospital.

We received a pleasant visit during the term from Mr. John L. Dyer, a former teacher, now Principal of Monson Academy.

We are indebted to Miss Edith Hastings, Gould's '04, who is now studying art in Boston, for the new pen drawings in this issue of the HERALD.

The Senior class parts have been assigned as follows:

Valedictory,
Salutatory,
Oration,
History,
Prophecy,
Presentation of Gifts,

F. Lyle Blanchard.
Paul C. Thurston.
Ralph M. Bacon.
Minnie M. Eagle.
Maud E. Goud.
Rena M. George.

The cuts for this issue of the HERALD were made from photographs taken by E. C. Vandenkerckhoven of Bethel. Mr. Vandenkerckhoven offers special rates to Academy students.

The following students accompanied the basket-ball team to Paris, Feb. 3: Misses Gleason, Richardson, Brett, Buck, Hutchins, Maud and Bessie Goud, chaperoned by Misses Norton and Carver.

Mr. Harry Doe of Bates College coached the basket-ball team during the fourth week of the term. Mr. Doe has been here before in the same capacity and is very popular with the boys at Gould's.

The following members of the Class of '04 visited the school during the term: Gladys Wiley, Agnes Barton, Harry Purington, Gwendolyn Stearns, Edna Stearns, Ada Richardson, Margaret Whidden.

Miss Alice Wight of Gorham, N. H., was unable to return to school because of trouble with her eyes, and Miss Rena George of the Senior class, was elected to fill her place on the Editorial Board.

The representatives from the student body to co-operate with the teachers in the expenditure of the money derived from the Academy Fair are Lyle Blanchard, '05, Mabel Gleason, '06, Fitzmaurice Vail, '07, and Mildred Dyer, '08.

The winter term opened Dec. 13. Three new students were added to our list, Eva F. Andrews, Andover, Me., Mattie H. Hall, Andover, Me., Emily Tuell, West Sumner, Me., Miss Marjorie Philbrook of Shelburne, N. H., also returned after an absence of one term.

The Seniors read original essays before the school Feb. 24. The following was the assignment of subjects: Things That Cost Nothing,

America's Greatest Hero and Why I Think Him So,

Myths,

Ruins,

The Seven Wonders of the World,

RENA GEORGE.

RALPH M. BACON.

MAUD E. GOUD.

PAUL C. THURSTON.

F. LYLE BLANCHARD.

The gift from Melville C. Day of New York City, of money with which to purchase a new encyclopedia for the reference library, is much appreciated by every member of the school, and our thanks are hereby extended to Mr. Day for his generous and timely gift.

A feature of the Alumni Banquet June 9, will be the presentation to the Academy of a fine portrait of the late Dr. N. T. True, who served so long and faithfully as preceptor of the school. The portrait will be presented by Dr. True's former pupils, many of whom have already signified their intention of being present. The following letter has been sent out by the committee having the portrait in charge:

DEAR STUDENT OF LONG AGO:

It is believed that no more fitting acknowledgment of the long and faithful service of Dr. N. T. True as preceptor of Gould's Academy could be made than by presenting a fine portrait of this revered teacher to the institution which he loved and served so well, and believing that every one of the rapidly decreasing number who felt the inspiration of his teaching, and knew and loved him as a man will wish to participate in this act of grateful recognition, you are invited to contribute any sum, however small, to assist in this labor of love.

As only a few of the names and addresses of Dr. True's old pupils are known to the Committee, you will confer a favor by giving them information concerning any that are known to you.

It is the intention of the Committee to have the portrait ready to present to the Academy at the Annual Alumni Banquet, June 9, 1905, hence a prompt response from all who wish to assist is earnestly desired. Very cordially yours,

ALGERNON S. CHAPMAN, '52,
PAULINE EAMES PHILBROOK, '56, } Committee.
AGNES HASTINGS STRAW, '54,

On Wednesday evening, Dec. 21, a goose social was given in the Gym, conducted by the young ladies of the school. Each young lady was obliged to bring a young man as the price of admission. A notable feature of this social was that the young women permitted no number of the opposite sex to act the part of a "wall flower."

The following song, composed by Miss Lillian Norton, has been sung by the students at the basket-ball games played in the Gym during the past winter.

The Gold and Blue.

TUNE, "MICHAEL ROY."

I.

In Bethel town, in the hills of Maine,
You'll find our school so gay;
Her walls not vast, but dear beloved
By children of old G. A.
Their work and toil are mingled with joy,
As we strive success to gain;
To duty and honor, and Gould's bright name
We faithful e'er remain.

CHORUS.

Hurrah! Hurrah! A cheer for the Gold and Blue,
For we are students of G. A.
To our colors ever true. (Repeat chorus *ff*)

II.

Then wave the banner with joy and pride
Whatever we may meet;
For the spirit and honor of Gould's are bright
In victory or defeat.
Our school and boys so brave we cheer,
Hurrah for the Gold and Blue!
Our motto and watchword forever be,
"To thine own self be true."

CHORUS.

Hurrah! Hurrah! A cheer for the Gold and Blue,
For we are students of G. A.
To our colors ever true. (Repeat chorus *ff*)

The entertainment given for the benefit of the Athletic Association by the students of the Academy, Thursday evening, Nov. 17, was a success in every sense of the word. The finan-

cial returns were very satisfactory, and the entertainment was pronounced by many to be one of best school entertainments ever held in Odeon Hall.

A novel feature was the school orchestra, consisting of Misses Norton and King, mandolinists; George King, clarionetist; Frank King, violinist, and Miss Elsie Hall, pianist. Miss Florence Mercier's solo "Neath the Pines of Maine" was especially pleasing.

The farce, "My Lord in Livery," was well done from start to finish, and, in fact, every number received the hearty applause of a large and appreciative audience. The program was as follows:

PART I.

1. SELECTION.

SCHOOL ORCHESTRA.

2. RECITATION—"Wedlock's Peaceful Repose,"

MISS LYLE BLANCHARD.

3. PIANO DUET,

MISSES ELSIE HALL AND BESSIE GOUD.

4. DECLAMATION—"An Hour,"

PAUL C. THURSTON.

5. VOCAL SOLO—"Neath the Pines of Maine."

MISS FLORENCE MERCIER.

6. MARCH AND DRILL.

7. SELECTION,

SCHOOL ORCHESTRA.

8. TABLEAUX,

1. John Alden and Priscilla.
2. Pocahontas.
3. A Russian and a Jap.
4. Gould's Academy, 1919.
5. Old Mother Hubbard.
6. Dianna.
7. The Goddess of Liberty.

PART II.

1. FARCE—"My Lord in Livery."

CAST OF CHARACTERS.

LORD THIRLMERE,

Fitzmaurice Vail.

SPIGGOTT,

Charles Erskine.

HOPKINS,

John Carter.

ROBERT,

Forrest Keene.

SYBIL AMBERLY,

Miss Lucia Weed.

LAURA,

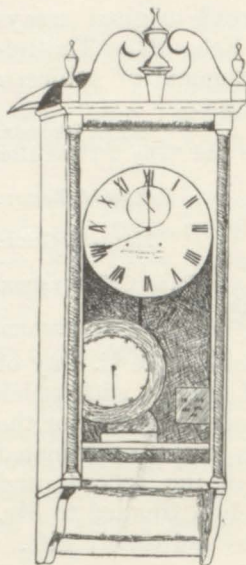
Miss Mabel Gleason.

ROSE,

Miss Agnes Hutchins.

2. SELECTION,

SCHOOL ORCHESTRA.



*Under
The
School
Clock*

Blushes!

"Hands."

"Slarup!"

"Drat it."

"Skunks!"

"Cover it up."

"You lobster."

"Hullo, Jimmy!"

Bow-winder, Ugh!

"Topsy Josephene."

"Oh! No you don't."

"Is that a barnyard?"

"Oh, my God-father."

"I think red hair is pretty."

"Hang onto it like a hyena!"

"We'll have it extremely quiet."

"It was a sight to draw stones from a post."

"Why, Elton!"

Drinking cups?

$X = \text{larger,}$

$X + 9 = \text{smaller.}$

"Supper tickets, please!"

What became of the bottle?

"Let the words of my mouth—"

Does Grandpa want a doughnut?

WANTED:—A situation as cook.

Lillian Buck.

Miss M.—Did you ever lose your hat?

Ask Marion if she has seen Jimmy lately.

Has Mr. V. seen any flashlights this term?

"You are excused now, you may go home."

C. B. E., translating Virgil,—*"I seize my arms."*

Wonder when Mr. Erskine furnished his house.

Teacher,—*"What is 500 times 0?"* Miss C.,—*"5000."*

Did you see the parrot on the way home from South Paris?

Have you noticed that spring chickens have come out?

Ask R. G. if any of her Flinch cards have turned over lately.

Mr. P. must learn to keep his equilibrium in the Algebra class.

Miss S. in G. T. waiting room.—*"And great was the fall thereof."*

"Students who should have passed, when the bell rang, may pass now."

Teacher.—*"What is mean temperature?"* Miss D.—*"Bad weather."*

Teacher.—*"What is the plural of sheep?"* Miss Y.—*"Isn't it shepherd?"*

"What will you take for those ribbons?" "Why, I'll give them to you."

"The telephone is a membrane like that of the ear, used to conduct sound."

"Dew is caused by the air getting tangled up in the grass so it cannot get away."

H. Y. translating French,—*Contes Rapides*—"What is that, swift stories?"

Teacher.—*"What is the face value of a note?"* M. H.—*"What the face would sell for."*

Anyone wishing to know what beavers build in rivers may learn by asking P. C. T.

WANTED.—A larger gong for the recitation room, so that it may assure us of recess periods.

The Senior French class will give any desired information in regard to the growth of raisins.

WANTED FOR TRUSTEE ROOM.—A couch, apparatus for making ginger tea, and a chest of medicine.

H. D. P. reading in Junior Literature.—*"The mountains look on Marion, and Marion looks on the sea."*

Some of the Paris High substitutes should take more time in arranging their uniforms before going into a game.

The cold air box to the furnace serves for a cold storage for boys upon some occasions: (when too fresh for instance.)

E. C. K. wants the regulations of the school to be posted at the station, so that he won't be offered forbidden articles by passengers.

Mr. Y., translating French—"Si Combal continna a m pas mettre les pieds daus l'eglise."—If Combal continued to not put his foot in the church.

To whom it may concern.—During the summer vacation a system of speaking tubes will be installed between certain seats in the main room, for the benefit of some of the Juniors.

SPOONS.

Spooning in the morning,
Spoonin' late at night,
Spoonin' in the interim
With all their main and might;
Spoonin' in the hallways,
Spoonin' on the stairs,
Spoonin' at recess time
And ever during prayers.
Spoonin' at the socials,
Spoonin' on the street,
Spoonin', spoonin' always,
Everywhere they meet;
Steady occupation,
Morning, night or noon,
All they think or dream about
Is *spoon, spoon, spoon.*

Academy Fair.

The annual Academy fair was held Thursday afternoon, February 9, in Garland Chapel. Much labor and time had been spent in preparation for this event, but all felt fully repaid for their efforts, when they viewed their booths after they were completed.

The Alumni booth was constructed in the shape of the Academy and was draped with the school colors, gold and blue. Here were sold articles, both useful and ornamental, contributed by former students and graduates of the school. The table was presided over by Misses Bessie Andrews, Mildred Tuell and Miriam Herriek. As in former years, this booth received a larger share of patronage than any other.

As one entered the chapel, the first object to attract the attention was the banner, bearing the figures "1905."

This banner was suspended over a booth beautifully decorated with pink and white bunting, the Senior colors. A variety of fancy articles were for sale, and at the close of the Fair, not a single article remained unsold.

The Juniors presided over a booth decorated with purple and white, and offered for sale a large supply of aprons, handkerchiefs and other useful articles. People of domestic tastes were sure to find something here to meet their requirements.

Perhaps most interesting of all, was the Sophomore table in blue and white. Here a great variety of pictures from snap-shots to reproductions of famous painting, were displayed; also valentines ranging from the sublime to the ridiculous. In connection with this table was the fish-pond, from which much fun and merriment was derived.

The table which attracted many customers was that of the Freshmen. It did not take us long to determine the reason, for under a canopy of dark green and pink, candy of every kind was for sale.

At six o'clock the people repaired to the dining-room to partake of the bountiful supper that had been prepared. About one hundred and sixty were served, the largest company that has ever attended any of the G. A. Fair suppers.

Following the supper was a short musical and literary program, a prominent feature of which was the playing of the school orchestra, composed of Misses Norton and King, mandolins; Frank King, violin; George King, clarionet; Elsie Hall, piano. Another article which proved very interesting was a "Song Recital." Miss Gleason read some facts concerning the origin of a few well-known songs, and the songs were then sung or recited as follows:

"Star Spangled Banner,"	Forrest Keene.
"Battle Hymn of the Republic,"	Mildred Dyer.
"Maryland, My Maryland,"	Gertrude Cobb.
"The Blue and the Gray,"	Erva Bartlett.
"Ben Bolt,"	Florence Mercier.
"Woodman, Spare That Tree,	Ralph Bacon.

The Girls' Chorus appeared for the first time and rendered two selections in a very pleasing manner.

A wand drill by eight young ladies was well executed and enthusiastically applauded.

The farce, *A Love of a Bonnet*, concluded the program, and was much enjoyed by all. The cast of characters was as follows:

Mrs. Clipper, (a widow),	Rena George.
Kitty Clipper,	Verna Kilgore.
Aunt Hopkins,	Bessie Goud.
Katy Doolan, (Irish girl),	Annie Yates.
Mrs. Fastone,	Maud Goud.
Dora Fastone,	Ola Hutchins.

Much credit is due the teachers and students who worked with unceasing efforts to make the Fair so great a success. The net proceeds amounted to \$138.26. Representatives of the various classes, acting with the teachers, will expend the money to supply such needs as will seem to be of greatest value to the school as a whole. As usual, the largest share will be spent for books, but settees for the gymnasium, book-cases, reference table, pictures and other school-room decorations are among the things which will be purchased for the school as a result of the Gould's Academy Fair of 1905.

Take Joy Home.

Take joy home,
And make a place in thy great heart for her,
And give her time to grow, and cherish her,
Then will she come and oft will sing to thee,
When thou art working in the furrows; aye,
Or weeding in the sacred hour of dawn.

It is a comely fashion to be glad;
Joy is the grace we give to God.

Jean Ingelow.

Prize Declamations.

On the evening of Mar. 3, was held the annual prize speaking contest of Gould's Academy in Odeon Hall. The number of speakers was reduced to six this year, it being decided that the previous contests had been too long to be interesting.

The speakers were marshalled to their places by Mr. Frank King. The program was as follows:

Selection,	SCHOOL ORCHESTRA.
Invocation,	REV. A. D. COLSON.
The Trial of Abner Barrow,	<i>Anon</i>
Old Mother Goose,	JOHN HERBERT CARTER, JR. <i>Elizabeth Stuart Phelps</i>
Piano Duet,	F. LYLE BLANCHARD.
Not Guilty.	ELSIE HALL AND BESSIE GOUD. <i>Anon</i>
The Salvation of Madeline Bray,	JAMES HAROLD YOUNG. <i>Charles Dickens</i>
Selection,	MABEL WINIFRED GLEASON.
The Assault on Fort Wagner,	GIRLS' CHORUS. <i>Anna E. Dickerson</i>
Cigarette's Ride and Death,	THOMAS FITZMAURICE VAIL. <i>Ouida</i>
Music,	EDITH GRAHAME CROSS.
	SCHOOL ORCHESTRA.
	AWARD OF PRIZES.

The speaking showed careful preparation and training and reflected great credit upon the elocution teacher, Miss Norton. The judges were Prin. Merton A. Bryant of Gorham, N. H., Richard E. Gay, Esq., of Casco, and Miss Hazel Donham of Auburn.

Two first prizes were offered, and were awarded as follows: for the young ladies, to Edith Grahame Cross; for the young gentlemen, to John Herbert Carter, Jr.

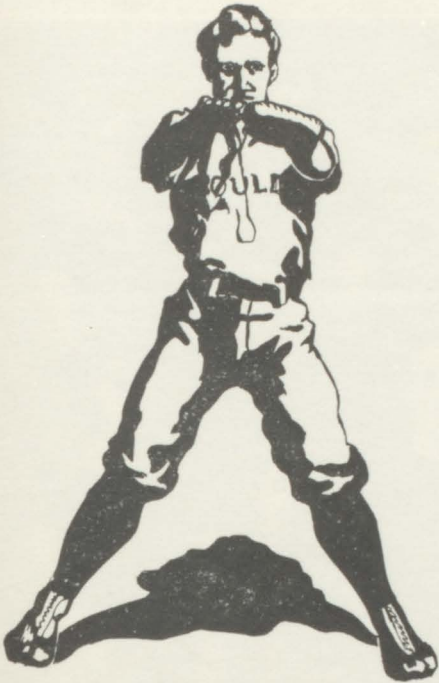
There is an idea abroad among moral people that they should make their neighbors good. One person I have to make good—myself. But my duty to my neighbor is much more clearly expressed by saying that I have to make him happy—if I may.

—Robert Louis Stevenson.

Statistics of the Class of 1905.

NAME.	AGE.	NICKNAME.	FAVORITE DISH.	DISPOSITION.	BY-WORD.	COMPLEXION.
Maude E. Goud,	21	Grandma,	Pickles,	Angelic,	Whoop!	Dark.
Rena George,	17	Serindie,	Salad,	Cranky,	Gosh!	Indescribable.
Minnie M. Eagle,	17	Has none,	Anything to eat,	Passable,	Moses!	Variable.
F. Lyle Blanchard,	17	Kitty,	Ice cream,	Terrible,	Godfrey!	Shady.
Ralph Bacon,	19	Bake,	Strawberry short cake,	Fair,	Oh, Lord!	Light.
Paul C. Thurston,	17	Paulibus,	Pie,	Changeable,	Holy Cats!	O. K.

NAME.	FORTE.	FAVORITE STUDY.	FUTURE OCCUPATION.	FAVORITE SONG.	POLITICS.
Maude E. Goud,	Eating,	Physics,	Novelist,	"In the Village by the Sea."	Republican.
Rena George,	Washing Dishes,	Mathematics,	School-marm,	"Blue Bell,"	Republican.
Minnie M. Eagle,	Talking,	Algebra,	Teaching,	"In the Sweet Bye and Bye,"	For Roosevelt.
F. Lyle Blanchard,	Sleeping,	Arithmetic,	Unknown,	"Juanita,"	Same as Maude's.
Ralph Bacon,	Skating,	French,	Reporter,	"Good-Bye, Little Girl, Good-Bye,"	Democrat.
Paul C. Thurston,	Foot-ball,	Virgil,	Traveling,	"Silvie,"	Democrat.



ATHLETICS.

At the beginning of the season, a basket-ball league was formed by the teams of Gorham High, Berlin High and Gould's Academy. The team winning the largest percentage of league games to receive a pennant.

Our team practiced faithfully and fought hard for all the games, but failed to play as fast as their opponents at some of the most critical points. Harry Doe was secured at the beginning of the season to coach the team, and to him is due the credit of getting the team playing systematically. The entire team requires much praise for its hard work. The second team also has contributed much to the success of the first.

Gorham High School 13, Gould's Academy 10.

The first game of the season was played at Gorham, Jan. 13. The team

was in good condition and offers no excuses for the loss of the game. Yet out of consideration to the team it should be said that the slippery floor was a great drawback. It was a close game throughout. In the first half Gould's made 8 to Gorham's 2 points, and seemed to have the game well in hand, but finally lost the game 13 to 10.

Following is the line-up and summary:

GORHAM HIGH.
Wheeler, r. f.,
Kraemer, l. f.,
Hamlin, c.,
Stahl, l. b.,
Morgan, r. b.,

GOULD'S.
Pettengill, r. f.
Carter, l. f.
Erskine c.
Vail, r. b.
Thurston, l. b.

Score—Gorham 13, Gould's 10.
Goals from floor—Pettengill, Thurston 2, Carter, Kraemer 4, Stahl 2.
Goals from fouls—Pettengill 2, Kraemer.
Referee, Thurston.
Umpire, Jones. Timer, Marble.
Time, 15 and 20 minute periods.

Gould's Academy 38,

Berlin High School 8.

Gould's won from Berlin High at Bethel, Jan. 20, in the second league game by the decisive score of 38 to 8. Gould's excelled the visitors in passing and team play. At no time was the game in doubt. In the first half Gould's scored 20 points to her opponent's 8, and 18 points to Berlin's 0, in the second half. For Berlin Abbott did good work, while Pettengill excelled for Gould's.

Line-up and summary:

GOULD'S.
Pettengill, r. f.,
Thurston, l. f.,
Erskine, c.,
Carter, r. b.,
Vail, l. b.,

BERLIN HIGH.
Bennett, r. f.
McGivney, l. f.
Abbott, c.
Roi, r. b.
Jacobs, l. b.

Score—Gould's 38, Berlin High 8.
Goals from floor—Abbott 3, Bennett, Pettengill 10, Erskine 7, Thurston, Vail.
Referee, Wight.
Umpire, Stanley. Timer, Hastings.
Time, 15 minute periods.

Hebron Academy 41,

Gould's Academy 4.

Gould's was defeated in her own gymnasium Jan. 27, by the strong team from Hebron Academy. Gould's did

not expect to win, but hoped to hold her opponents to a smaller score. At times Gould's did some good passing, but was powerless to break up the fast plays and accurate goal shooting of Hebron. It was a clean game throughout. For Hebron McFarland excelled, while the entire Gould's team did its best.

Line-up and summary :

HEBRON,	GOULD'S.
Green, r. f.,	Pettengill, r. f.
Gardner, l. f.,	King, l. f.
Abbott, c.,	Erskine, c.
McFarland, r. b.,	Carter, r. b.
Richardson, l. b.,	Vail, l. b.

Score—Hebron 41, Gould's 4.

Goals from floor—Gardner 4, Green, Abbott, McFarland 8, Richardson 5, Pettengill.

Goals from fouls—Pettengill 2, Green 3.

Referee—Fogg.

Umpire—Stanley.

Timer—Hastings.

Time—15 minute periods.

Paris High 11, Gould's Academy 6.

Gould's was defeated by Paris High at So. Paris, Feb. 3. Both teams fought hard for the game. A large number of fouls were called on both sides. Gould's here encountered a slippery floor with the usual result. Quite a number of the students accompanied the team and supported it loyally. For Paris Clason played the best, while Carter did well for Gould's.

Line-up and summary :

PARIS HIGH.	GOULD'S.
Clason, r. f.,	Pettengill, r. f.
Keene, l. f.,	King, l. f.
Bolster, l. f.,	Erskine, c.
Burbank, c.,	Vail, l. b.
Sumner, r. b.,	Carter, r. b.
Merrill, l. b.	
Briggs, l. b.	

Score—Paris High 11, Gould's 6.

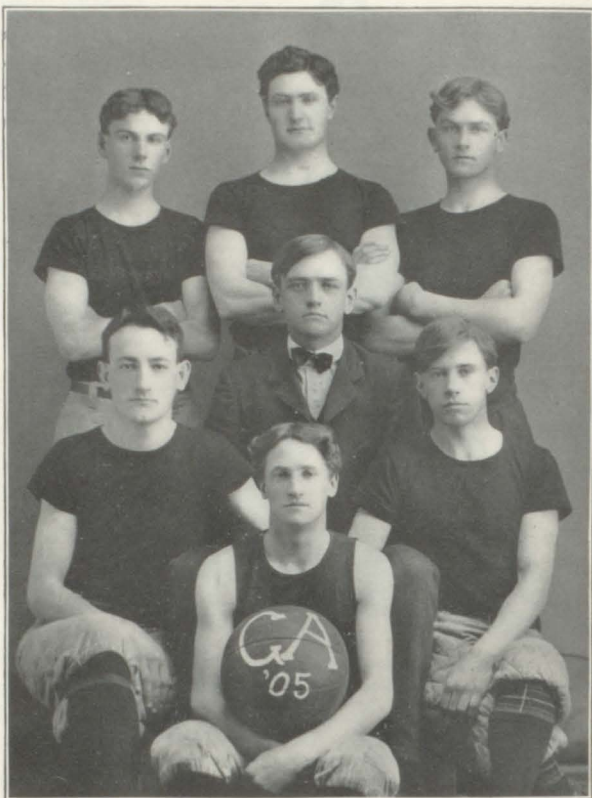
Goals from floor—Burbank 2, Briggs, Pettengill, Erskine.

Goals from fouls—Clason 6, Pettengill 2.

Referee—Brewster.

Umpire—Briggs. Timer—Shaw.

Time—20 and 15 minute periods.



Basket-Ball Team.

Hebron Academy 38, Gould's Academy 4.

The return game with Hebron was played at Hebron, Feb. 8. The game was satisfactory to Gould's, as her team showed up much stronger than at any previous time during the season. Inaccuracy in goal shooting cost our team many points. After the game a spread was given to the members of both teams. An enjoyable time was had by all. Line-up and summary.

HEBRON.	GOULD'S.
Green, r. f.,	Pettengill, r. f.
Stabie, l. f.,	Thurston, l. f.
Abbott, c.,	Erskine, c.
McFarland, r. b.,	Vail, r. b.
Morrill, l. b.,	Carter, l. b.
Richardson, l. b.	

Score—Hebron 38, Gould's 4.

Goals from floor—Green 2, Stabie, Abbott 3, McFarland 6, Morrill 3, Pettengill.

Goals from fouls—Green 2, Erskine 2.

Referee—Brewster. Timer—Laferriere.

Time—20 and 15 minute periods.

Gould's Academy 27, Gorham High School 5.

Gould's won the third league game in the home gymnasium by the score of 27 to 5, on Feb. 10, Gorham High being her opponent. Gorham played hard throughout, but Gould's fast passing succeeded in landing the ball in the basket twelve times, while Gorham scored but once from the floor. The visitors played a clean game from start to finish, and but few fouls were called on either side. Kraemer did the best work for Gorham, and Erskine for Gould's.

Line-up and summary :

GOULD'S.	GORHAM HIGH.
Pettengill, r. f.,	Wheeler, r. f.
Thurston, l. f.,	Kraemer, l. f.
Erskine, c.,	Morgan, c.
Vail, r. b.,	Stahl, l. b.
Carter, l. b.,	Sullivan, r. b.

Score—Gould's 27, Gorham High 5.

Goals from floor—Kraemer, Pettengill 3,

Thurston 2, Erskine 3, Vail, Carter 3.

Goals from fouls—Kraemer 3, Pettengill 3.

Referee—Jones.

Umpire—Stanley. Timer—Hastings.

Time—20 and 15 minute periods.

Berlin High School 18, Gould's Academy 10.

Gould's lost her last league game at Berlin, Feb. 17, by the score of 18 to 10. The game was a closely contested one. The small hall and unusual position of the basket was a great handicap to Gould's. The home team followed the ball and were able to shoot more accurately than Gould's. For Berlin, Wheeler did good work. Carter excelled for Gould's.

Line-up and summary:

BERLIN HIGH.	GOULD'S.
Abbott, r. f.,	Pettengill, r. f.
Wheeler, l. f.,	Thurston, l. f.
McGivney, c.,	Erskine, c.
Day, l. b.,	Vail, l. b.
Jacobs, r. b.,	Carter, r. b.

Score—Berlin High 18, Gould's 10.

Goals from floor—Wheeler 4, Abbott 2, Thurston, Carter 2.

Goals from fouls—Abbott 4, Pettengill 3, Erskine.

Referee—Brewster.

Umpire—Jones. Timer—Wight.

Time—20 and 15 minute periods.

Gould's Academy 62, Paris High School 4.

On Feb. 24, Gould's won from Paris High by the score of 62 to 4. Gould's showed the best form of the season and was very accurate in goal shooting. Paris put up a clean game, but was unable to locate the basket. The game was not so one-sided as the score would indicate. The work of the entire Gould's team was commendable.

Line-up and summary:

GOULD'S.	PARIS HIGH.
Pettengill, r. f.,	Briggs, r. f.
Thurston, l. f.,	Keene, l. f.
Erskine, c.,	Wheeler, c.
Vail, r. b.,	Bolster, r. b.
Carter, l. b.,	Brown, r. b.
	Sumner, l. b.

Score—Gould's 62, Paris 4.

Goals from floor—Keene 2, Pettengill 7, Thurston 2, Erskine 9, Carter 10, Vail.

Goals from fouls—Pettengill 4.

Referee—Lyon.

Umpire—Brewster. Timer—Hastings.

Time—20 minute periods.

LEAGUE STANDING.

	Games played.	Won.	Lost.	Percentage.
Berlin High School,	4	3	1	.750
Gould's Academy,	4	2	2	.500
Gorham High School,	4	1	3	.250

By winning three out of four games, Berlin High secured the championship.

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EXCHANGES.

The Huisache, from Texas, has an attractive exterior and interior.

The Oracle is a very well edited paper, but where is the exchange column?

The exchange editor of the Tripod has a novel way of mentioning the exchanges.

"A Stamp Act," in the Stranger, is well worth reading. The athletic notes are very well written.

Several of last year's exchanges have not been received this year. We are sorry to lose them from our list.

The High School Register, Burlington, Vermont, is one of our best exchanges. Its stories are extremely interesting.

The Quill, Sanford, Maine, contains an excellent article, "Rank as an Object in School Work." It should be read by every student.

Other exchanges received are :
 The Bates Student.
 The Bowdoin Orient.
 The Maine Campus.
 The Colby Echo.
 Good-Will Record.
 The Leavitt Angelus.
 The Phi Rhonian.

Sing a song of foot-ball,
 Don't it make you smile?
 Two and twenty players
 Struggling in a pile;
 When the pile is opened,
 Hear those awful groans,
 Boys begin to creep out,
 Looking for their bones.
 Sections there of noses,
 Patches here of hair,
 But they made a touchdown,
 And little do they care.

Ex.

A youth went forth to serenade
 The lady whom he loved best,
 And by her house at evening,
 When the sun had gone to rest,
 He warbled until daylight,
 And would have warbled more,
 But the morning light disclosed the sign
 "To let," upon the door.

Ex.

Breathes there a man with soul so dead,
 Who never to himself has said,
 As he stubbed his toe against the bed,
 "—!—!!—!!!—!!!!—!!!!!"

Ex.

Father—"Young man, were you out after ten last night?"

Son—"No, sir; I was only after one." * *Ex.*

He—"I wish you made the bread mother used to make."

She—"I wish you made the dough father used to make."

Ex.

"Fifty miles an hour," yelled the chauffeur, "are you brave?"

"Yes, I am full of grit," said the pretty girl, as she swallowed another pint of dust.

Ex.

"Are you Hungary?"

"Yes, Siam."

"Well, come along; I'll Fiji."

Ex.

Prof. (after Jones' recitation)—
 "Equo ne credite."

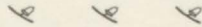
Jones—"What?"

Prof.—"Don't."

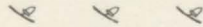
Ex.

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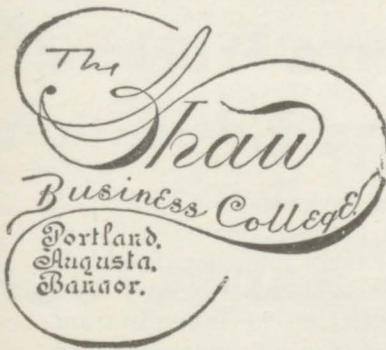
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